

Blended Learning in Urban Schools

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Schools

- Outskirts of metro Detroit region
 - Some students engaged MVS courses
 - Some students engaged in credit recovery courses
- Urban area in the southwestern portion of the state

Methodology

- Outskirts of metro Detroit region
 - MVS courses: 46 responses (78%)
 - Credit recovery courses: 27 responses (21%)
- Southwestern portion of the state
 - 148 responses (89%)

Outskirts of Metro Detroit

MVS

- three quarters were satisfied or very satisfied
 - a third felt their online courses were easier than their face-to-face courses
1. time management
 2. taking responsibility for my own progress
 3. my level of motivation
 4. desire to pass the course

Credit Recovery

- one third were satisfied or very satisfied
 - ~40% a third felt their online courses were more difficult than their face-to-face courses
1. time management
 2. desire to pass the course
 3. taking responsibility for my own progress
 4. my level of motivation

Outskirts of Metro Detroit

MVS

1. time management (62%)
2. being able to set goals (46%)
3. taking responsibility for my own progress (43%)
- All but one over 30%

1. lack of time
2. technical problems

Credit Recovery

1. time management (35%)
2. being able to set goals (30%)
3. my level of motivation (30%)
- Other seven under 20%

1. lack of time
2. technical problems

Southwestern Portion of the State


- five out of six students were satisfied with their online course
 - half (45.94%) of the students found their web-based course less difficult than their other courses
1. 23% of students indicated their level of motivation as one of the top three factors contributing to their success or failure (soft skill)
 2. 20% indicated time management (soft skill)
 3. 16% indicated self-responsibility (soft skill)
 4. 11% indicated desire to pass the course (and most of those had it ranked third)
 5. 8% indicated control of their own learning (soft skill)
- almost half did not have any problems, the three soft skills options all received between 15% and 20%, and almost no one selected a lack of Internet skills
 - also of note that 12 of the 17 comments related to technology issues

Southwestern Portion of the State

- two statements related to course design (i.e., well-organized content and detailed assignment instructions)
- two statements related to soft skills (i.e., motivation of the student to succeed and time management of the student)
- both scored more than 50% in the very important category
- there was almost no use of Web 2.0 tools in the online courses by students
- over 60% of the students spend less than 2 hours a week on their online course outside of class and over 80% of the students spend less than six hours
- the top complaints were:
 1. The computers were perceived as old, slow and outdated.
 2. The laptops were often not charged when students were asked to use them (and power cords were often not available).
 3. There was poor or unreliable wireless Internet connections.
 4. Work students had submitted was often not saved in the system or their responses deleted.
- one in five students still felt that using the computers was a distraction

Your Questions and Comments





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